

**ANALYZING THE STUDENTS' GRAMMATICAL ERROR IN SPOOF
TEXT WRITING OF THE TWELFTH GRADE AT THE FIRST
SEMESTER OF SMAN 1 BELALAU LAMPUNG BARAT
IN ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillments of the Requirements for S1-Degree

Winda Julianti

NPM. 1311040289

Study Program : English Education

Advisor : Meisuri,M.Pd

Co-Advisor : Irawansyah,M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

Analyzing the students' Grammatical Error in Spoof Text Writing at the First Semester of the Twelfth Grade of SMAN 1 Belalau Lampung Barat in the Academic Year of 2017/2018

**By
Winda Julianti**

Making error is a fundamental process in the students' learning. Teacher should be pay attention to these problems in order to give correction and explanation to the students. This research is intended (1) To find out the types of errors that the students made in making spoof text based on Surface Strategy Taxonomy (2) To find out the proportion (frequency and percentage) of errors encountered by the students in making spoof text.

The research employed the descriptive qualitative research analysis. The subject of the research was the students at the First Semester of the Twelfth Grade of SMAN 1 Belalau Lampung Barat in the Academic Year of 2017/2018, while the sample is 27 students. In data collecting technique, the writer used documentation of students' task that was given by their English teacher. Then, the writer analyzed the students' errors in their sentences based on Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering.

After analyzing the data, the writer found that there are 80 incorrect items out of 27 essays. The proportions (frequency and percentage) of the students' error in making Spoof Text are omission errors 20 items or 25%, addition errors with 5 items or 6.25%, misformation errors with 51 items or 63.75%, and misordering with 4 items or 5%. Therefore, the result of the research shows that misformation errors are the highest error that made by the students.

Keyword: Spoof Text, Error Analysis, Error and Mistake.

DECLARATION

I hereby declare that this thesis entitled “Analyzing the Students’ Grammatical error in Spoof Text Writing by the Twelfth Grade Student at the First Semester of SMAN 1 Belalau Lampung Barat in the Academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in my thesis.

Bandar Lampung, Desember 2017
The Writer,

WINDA JULIANTI



MOTTO

إِنِّوْ أَصْلَحُوْا ذَٰلِكَ بَعْدَ مِئْتَابُوْا ثَمَّ جَهَالَةِ السُّوْءِ عَمِلُوْا الَّذِيْنَ رَبَّكَ إِنَّمَّ

رَحِيْمٌ غَفُوْرٌ بَعْدَ هَٰمِرٍ بَٰكٍ

“Then indeed your Lord, to those who have done wrong out of ignorance and then report after that and correct themselves- indeed, your Lord. Therefore, is Forgiving and Merciful.” (Q.S. An-Nahl: 119)¹



¹ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an* (Maryland: Amana Publications, 2004), p.1013

DEDICATION

This thesis is dedicated to :

1. My beloved parents, Mr.Safiruddin and Mrs.Rohma, who always support emotionally and materially with prayer, love, and patience.
2. My beloved sisters and brother, Sri Arlina Sari S.IP, Elva Widya Ningsih S.IP and Nasution Angga Dinata who always give me motivation.
3. My beloved Almameter of Raden Intan State Islamic University Lampung.

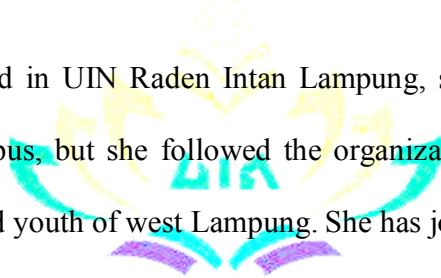


CURRICULUM VITAE

The name of the writer is Winda Julianti. She was born in Belalau, Liwa Lampung Barat exactly on July 20th, 1994. She is the third child from four children from Mr.Safiruddin and Mrs.Rohma.

She graduated from elementary school SDN 1 Kejadian, Belalau Lampung Barat in 2006. Then she continued her study at SMPN 1 Belalau Lampung Barat and graduated in 2009. Next, she continued her study at SMAN 1 Belalau Lampung Barat and graduated 2012. After that she entered UIN Raden Intan Lampung in 2013, she took English Education Study Program,Tarbiyah and Teaching Training Faculty.

During the writer studied in UIN Raden Intan Lampung, she did not follow some organizationsin the campus, but she followed the organization outside the campus, namely student union and youth of west Lampung. She has joined it since 2013.



ACKNOWLEDGEMENT

First of all, all praises be to Allah, the Most Beneficent and the Most Merciful, for His blessing and mercy which is given to the writer during his study and in completing this final task. Then sholawat and salam be upon the prophet Muhammad PBUH.

This thesis is presented to the English study program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill the requirement to obtain S1 degree. Therefore, the writer would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung.
2. Meisuri, M.Pd, the chairman and the advisor for giving guidance and helping her to finish the thesis of English Education study program at Raden Intan State Islamic University Lampung.
3. Irawansyah, M.Pd, the co-advisor for giving guidance and supporting to finish this thesis.
4. Drs. Ansori, M.Pd, the headmaster of SMAN 1 Belalau Lampung Barat for allowing her to conduct the research at the school and Nina Husnita S.Pd, as English teacher for giving contribution while she was conducting the research at the school.

5. Her best friends: Nova Lena, Fahrur Nisya , Syirad Nasrul Wahidi, Mahfud Saefuddin, Yogi Ardiyanto, Nisa Nirmala, Krisna Patmasari, Lesi Anggaria , and all friends of class G in English Education Department 2013 of State Islamic University Raden Intan Lampung who cannot be mentioned individually here.
6. All lecturers of English Education Department in Raden Intan State Islamic University Lampung who taught the writer since the first year of her study.

Finally, it has to be admitted that nobody is perfect and writer is fully aware that there are still many weakness in this thesis. Therefore, the writer sincerely welcomes criticism and suggestion from the reader to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, Desember 2017
The writer

Winda Julianti

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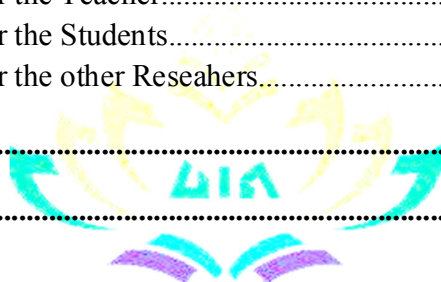
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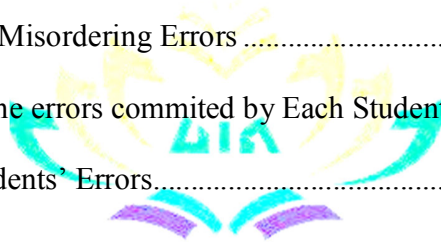
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many others purposes.² Therefore, language enables someone to communicate or interact to each other clearly by using vocal, written or gestural symbols.

All countries use English as a communication tool as native language, a second language, and a foreign language. In other countries such as Singapore, India and Malaysia, English is as second language, but in Indonesia English is used as a foreign language. Although as a foreign language, English must be learned by students and common people to help them to interact with foreigner. It support by Al-Qur'an in Q.S Ar-Rum: 22, as follows:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ ۚ وَالْوَلَوَانِكُمْ إِنَّ فِي

ذَٰلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And among His signs is the creation of the heaven and the earth, and the differences in your language and colours; indeed in this are signs for people

²Elly Van Geldren. *A History of the English Language*, (Amsterdam:John Benjamins Publishing Company, 2006),p.1

who know.³ It means, everybody who born in this world in condition not knowing anything and Allah gives an ear, an eyes and a brain to learn more about knowledge, language to make us be grateful.

In English, there are four skills namely listening, speaking, reading and writing.⁴ So, both speaking and writing are productive skill, because when people speak, they will produce spoken product and when people write, they will produce written product. Meanwhile, listening and reading are respective skills. It means, when people listen and read, there is no product that produced. The cruel skill in human's live to interact with others is writing. It means that writing as important thing in human's live provides a way for people to transfer information with others.

Writing is a language skill to express our ideas or provide information to another in written form. It is a tool of communication and it is important to be included in teaching English. According to Zamach in Nurma, writing is an important form of communication in day to day life, and it is especially important in high school and college. Besides that, writing is also one of most difficult skills to master.⁵ Furthermore, Rohman in Nurma explains that writing is usually described as a process, something which shows continuous

³Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an* (Maryland: Amana Publications, 2004), p.657-658

⁴Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p.214.

⁵Zamach, "Problem in Writing Spoof", Nurma, Khairul, Volume 3 No 1, March 2016, p.14

change in time like growth in organic nature.⁶ It is supported by Sutanto in Nurma who states that writing is a process of expressing ideas or thoughts in words to others in written form. Writing can be very enjoyable as long as we have the ideas and the means to do it. Besides writing is one of the four main skills in English and it can enlarge one's perceptions and clarify one's thoughts.⁷ Furthermore, writing is the most complex skill because expressing our ideas in a paragraph needs an accurate arrangement of vocabularies. The people have to relate the words into sentences with complete components that show logical relationships. In other words, the sentences must be meaningful and grammatical.

The students have to master the vocabulary and structure first before being able to compose. Meyers states that writing skill requires the skill of organizing ideas, putting the right vocabularies and using grammar as the structure of the composition.⁸ It means that, writing is physical act which is need practice and process to develop as well as communicate ideas while notice accuracy in vocabulary and grammar that can make it good, and also, as stage where writer can produce a rough draft of the paper.

Then, in writing students have to include many things that are used as criteria. A good deal of attention is placed on 'model' compositions that students would emulate and how well a student's final product measured up

⁶Rohman, Loc.Cit.

⁷Susanto, Loc. Cit.

⁸Meyers,alan *Gateways to academic writing* (New York:Longman,2005)p.2

against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.⁹ One of the best things of indicator writing is grammar.

Grammar is really important in learning English because by using grammar, people can understand what they want to write or the people want to write. Gun and McCallum state that grammar is an important and necessary skill that a student must have. It becomes unimportant if the student can not use it accurately in communication. A learner of English needs to learn grammar and use it correctly.¹⁰ Ellis says that in learning grammar, learners face two difficulties such as the difficulty in understanding a grammatical rules/features and the difficult in internalizing grammatical features so that they are able to use them correctly.¹¹ So, the writer can conclude that having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

⁹Brown, *Teaching by Principles and Interactive Approach to Language Pedagogy*. 2nd ed. (London: Longman, 2001) p.335

¹⁰Gunn and McCallum, "The Grammatical Errors on the paragraph Writings", *Nadiahma'mun*, Volume 5 No.1, April 2016, p.2

¹¹Ellis, "The Grammatical Errors on the paragraph Writings", *Nadiahma'mun*, Volume 5 No.1, April 2016, p.2

In this research, the writer took writing skill to be analyzed. According to the Curriculum KTSP, there are two kinds of text that should be learned by the students. The first is functional text and the second is monolog text. In monolog text, there are 12 genres that should be mastered by Senior High School students. They are procedure, recount, narrative, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text.

One of the texts that should be mastered by senior high school students is spoof text. Spoof text is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story.¹² A spoof, specifically, is one kind of text taught to twelfth grade students at senior high schools in Indonesia. It is a text which tells a story that could be factual about something that happened in the past with an unpredictable and funny ending. It is important for students to study spoof texts, because they can be used to express or to tell about an event with a humorous twist or a funny ending. Therefore, students should know the purpose, the organization, and the language features of a spoof. But it is a fact that, after learning this material, many students still cannot write a spoof correctly.

¹²Nurma Dhona Handayani, "Problem in Writing Spoof", Nurma, Khairul, Volume 3 No 1, March 2016, p.17

The writer predicts that problems may be caused various aspects. The first is that the students may not understand the form of a spoof well. The second is the lack of opportunities to use English, due to English being a foreign language, not used in daily communications. The third is that students may not get enough practice in writing a spoof, so they may make mistakes since the students are not familiar with the structure for writing a spoof and are not able to find suitable words and arrange sentences well. Besides that, there are some grammatical aspects used in spoof text, e.g., action verb, connectives, adverbial phrases of times and place, and simple past tense. In conclusion, the students have difficulties to grammatical, especially in using past tense. Therefore, the student often make errors on their writing. Making Errors are a natural and unavoidable part of the process of learning English.

Richards et.al state that error analysis is the study of error made by the second and foreign language learners.¹³ Meanwhile, Brown states error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners. According to Dulay et al, the error analysis can be characterized as an attempt to account for learner errors that could not be explained or predicted by contrastive analysis or behaviorist theory, and to bring the field of applied linguistics into step with the current climate of theoretical opinion.

¹³Richards et,al,"Error Analysis in the Teaching of English",Sunardi Hasyim,Volume 4 No.1,June 2002,p.2

According to Dulay, studying learners errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learners ability to communicate effectively.¹⁴ Dulay et al, classify the errors into four categories. It consists of: (1) linguistic category taxonomy; (2) surface strategy taxonomy; (3) comparative taxonomy; (4) communicative taxonomy.¹⁵ Based on the clasifications of the error above, the writer used surface strategy taxonomy as the base to describing the clarification of the errors that students made, since surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Furthermore, surface strategy taxonomy has four error types: firstly, ommision is type of error which is characterized by the absence of an item that must appear in a well-formed utterance in other words, an utterance of a sentence is said is said to exhibit ommision errors if it omits any necessary item used in well-formed sentence or utterance. Secondly, addition, these errors are characterized by the presence of a item that must not appear in a well-formed utterance. Thirdly, misformation, these errors are characterized

¹⁴Dulay et al, *Language Two*(New York:Oxford University Press,1982)p.141

¹⁵Brown,"Error Analysis in the Teaching of English",Sunardi Hasyim,Volume 4 No.1,June 2002,p.2

by incorrect form of morpheme of structure. And the last, misordering, these errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance.

There is previous research studies about error analysis as follows: Susi Widayati, entitled An Analysis of students' Grammatical Error in Using Verbs in their Descriptive Writing at the First Semester of the Eight Grade of SMPN 2 Katibung South Lampung. In this research focuses on the analyzing the students' grammatical errors especially in Using Verb. She was found that there were 92 incorrect items of 30 essays. The proportions of students' error in using descriptive writing omission error were 26 items, addition 3 items, misformation error with 60 items, and the last misordering errors were 3 items. Therefore the result of the research showed that misformation errors are the highest error made by students. From the previous research it can be conclude that the highest error happen in misformation. It shows that all of the students produced errors in surface strategy taxonomy including omission, addition, misformation and misordering.

In this case, the students have difficulty in grammar writing spoof text. They lacked of grammar aspect in writing. In this research, the students' problems in grammar were shown through simple past tense. When the writer conducted preliminary research in SMAN 1 Belalau Lampung Barat, the

teacher gave an example of student error in writing text in the form of past tense. As follows :

Table 1
Data Script of Teacher in the Preliminary Research

I had a funny friend and sometimes he looks so unusual. It should be “ I had a funny friend and sometimes he looked so unusuall”. Mr. Masinogift us an exercise and we tried to do it by ourselves. It should be “ Mr. Masino gave us an exercise and we tried to do it by ourselves”. Then Mr. Marsino asked us to come in front of class to answered the excercise”. It should be “ Then Mr. Marsino asked us to come in front of class to answer the excercise”. but he not realized that he still in the higher floor. It should be “ but he did not realized that he still in the higher floor. Suddently he slipped and was rolling down in front of class with his giant body. It should be “ Suddently he slept and was rolling down in front of class with his giant body”

Source : English Teacher in SMAN 1 Belalau Lampung Barat

Referring the example above, it can be concluded that many students often produced many ungrammatical sentences. Therefore, English teacher sometimes still finds some errors made by the students. In addition, the writer is very interesting to conduct the research with title : Analyzing the Students' Grammatical Errors in Spoof Text Writing at the Twelfth Grade at the First Semester of SMAN 1 Belalau Lampung Barat in the Academic Year of 2017/2018.

B. Formulation of the Problems

In the relation to the background that has been explained before, the writer formulates the research problems as follows :

1. What are the proportion (frequency and the percentage) of each type errors based on Surface Strategy Taxonomy?
2. What kind of grammatical errors are made by the students in using simple past tense in their spoof text writing based on Surface Strategy Taxonomy?

C. Objectives of the Research

The objective of the research as follows:

1. To find out the proportion (frequency and percentage) of error made by the students on surface taxonomy.
2. To find out the types of errors on grammatical errors are made by the students in spoof text writing based on surface strategy taxonomy.

D. Use of the Research

This research is expected to give the following benefits:

1. Theoretically, this research is expected to give information about grammatical errors on the students in using spoof writing text , with the expectation that the students in the future can increase their capability.
2. Practically, this research is expected to inform English teacher about kinds of error, it means the teachers can help their students in teaching learning grammar in using spoof text well.

E. Scope of the Research

1. Subject of the Research

The subject of the research were the students of the first semester at SMAN 1 Belalau Lampung Barat in Academic Year of 2017/2018.

2. Object of the Research

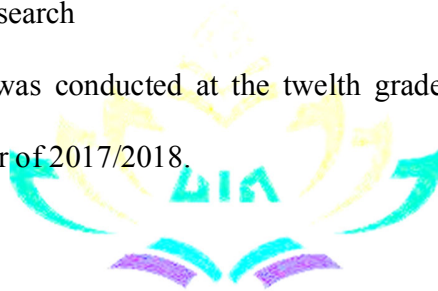
The object of the research were the students' grammatical errors in their Spoof writing.

3. Place of the Research

The research was conducted at SMAN 1 Belalau Lampung Barat.

4. Time of the Research

The research was conducted at the twelfth grade of the first semester in Academic Year of 2017/2018.



CHAPTER II

THE FRAME OF THEORIES

A. Concept of Error and Mistake

The different system of language could make language learners do some errors and mistakes. Within the concept of EA, they refer to two different phenomena and intentionality plays a decisive role in this distinction. According to James, An error arises “only when there was no intention to commit one”.¹⁶ We often use the term “mistake and error” both in written and spoken forms. Lexically, error means something done wrong or mistake. This statement means that an error includes mistake, or in other words, they can be used interchangeably.

Theoretically, error is caused by their lack of knowledge of the language rules. Endang states that errors are systematic, consistent deviance which is characteristic of the learner’s linguistic system at given stage of learning.¹⁷ Therefore, according to Dulay et al error is the flawed side of learner speech and writing. They are those parts of conversation or composition. Those deviate from some selected form of mature language performance.¹⁸ While mistake is the result of imperfection in producing speech due to fatigue, inattention and slip factors. Statement of Endang,

¹⁶James, *Readings on Applied Linguistics* (Surakarta: Muhammadiyah University, 2009) p.139

¹⁷Fauziati Endang, *Readings on Applied Linguistics* (Surakarta: Muhammadiyah University, 2009) p.135

¹⁸Dulay et al, *Language Two*, (New York: Oxford University Press, 1982) p.138

mistakes are deviations due to performance factors such as memory limitation, fatigue, and emotional strain.¹⁹ They are typically irregular and can be readily corrected by learners themselves when their attention is drawn to them.

The learners often make errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a result, they write sentences ungrammatically. Actually, ungrammatical errors have great influence when the learners write sentences that can be influenced by the first language which is different from the second language in written form. Furthermore, Dulay et al states that teachers and mothers who have waged long and patient battles against their students or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.²⁰ This is emphasized by Brown that error analysis is the fact that learners do make errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners' error.²¹ It means that if the teacher knows what types of errors, it could make the teacher easier in teaching the goal of learning. By this means the teacher can improve teachers language teaching through error

¹⁹Ibid,p. 135

²⁰Dulay et al. Op. Cit.p.138

²¹H. Douglas Brown, *Principles of Language Learning and Teaching*(New York:Longman, 2007),P.218

analysis. QS.Al-Baqarah has been explained about error but they do not know that they done something.

يَشْعُرُونَ لَا وَلَكِنَّا لَمُفْسِدُونَ لَهُمْ أَنفُسَهُمْ أَلَا

“Are not they indeed the mischief-makers? But they perceive not”.(Al-Baqarah:12)²²

We must collect all of the wrong sentences before we analyze it. The first job to do is identifying those errors. But practically we cannot always tell the difference between error and mistake without careful analysis. Sometimes, if, on one or two occasions, an English learner states ‘*Mike cans sings*,’ but on the other occasion says ‘*Mike can sing*,’ it is difficult to determine whether ‘*cans*’ is a mistake or an error. But in this case, the writer does not want to difference them. All of the deviations include error. This is emphasized by Dulay that the distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors. We use error to refer to say deviation

²² Available on, http://www.theonlyquran.com/quran/Albaqarah/English_Mohammed_M_Pickt/?ayat=11, Accessed on Oct 29th 2017

from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.²³

In this research, practically, the writer holds on the idea proposed by Dulay,et.al. as the basis of determining the deviation done by the learners. In short, any deviation would be considered as an error.

B. Concept of Error Analysis

Error, although it is inseparable from the process of language learning, it is still important to be treated in order to help the learners eliminate their errors production. In preparing the most appropriate treatment to be given, teachers need to know specifically about the students error. In this case, the teacher should make a careful study on it. The most common way used to study the error is through what we call “Error Analysis”.

Error analysis has an important role in the study of language acquisition in general and in examining second and foreign language in particular. It is means that by knowing students errors in their subject will be easy the teacher to control, and to increase the students writing ability, and to minimize their errors that made in spoof text. The distinction between performance or competence errors is extremely important, but it is often difficult to determine the nature of deviation without careful analysis. In

²³Ibid, p.139

order to facilitate reference to deviations that have not yet been classified as performance or competence errors.

According to Dulay et al the error analysis can be characterized as an attempt to account for learner errors that could not be explained or predicted by contrastive analysis or behaviorist theory, and to bring the field of applied linguistics into step with the current climate of theoretical opinion.²⁴ Besides that, Saville-Troike states error analysis (EA hereafter) is “the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language”.²⁵ Another concept of error analysis is given By Brown. He classify error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and the to reveal the systems operated by learner.²⁶ Support by Crystal that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.²⁷

Based on the statements above, it can be asserted that error analysis is procedure used to study the observable errors that the learners make by describing, classifying and evaluating about students error. The procedures

²⁴Dulay et al, *Language Two*(New York:Oxford University Press,1982)p.141

²⁵Saville-Troike,*Readings on Applied Linguistics*(Surakarta:Muhammadiyah University,2009)p.135

²⁶Brown”Error Analysis in the Teaching of English”,SunardiHasyim,Volume 4 no 1,June 2002.p.42

²⁷Crystal, Op Cit. .p.42

of error checking are: firstly, underlining the errors items. Secondly, signifying the errors items. Try to assess the students errors in number of omission, addition, misformation, substitution and misordering for the technique of describing.

According to Dulay, studying learners errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learners ability to communicate effectively.²⁸ The result of error analysis can be useful for the teacher to identify the progress of language learning that shows how far the students can master the language they are learning. Moreover it can be used to guide the remedial action; it informs which language area should be emphasized in the remedial action.

C. Classification of Error Analysis

Dulay et al present the most useful and commonly used bases for the descriptive classification of errors.²⁹ To classify the types of errors, Dulay says, there are four classifications of error namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy,

²⁸Ibid.,p.138

²⁹Dulay et al,*Readings on Applied Linguistics*(Surakarta:Muhammadiyah University,2009)p.144

communicative effect taxonomy.³⁰ Of the four taxonomies, one of them employed in the present study.

1. Linguistic Category Taxonomy

Dulay explain linguistic category taxonomy classify error according to either or both the language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.³¹

2. Surface Strategy Taxonomy

The surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”. It highlights the ways the surface structures deviate.³² For example, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. Under this category,

³⁰Dulay et al, *Language Two*(New York:Oxford University Press,1982)p.140

³¹Ibid,p.140

³²Ibid,p.150

errors can be classified in to four types: omission, addition, misformation, and misordering.

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions.³³ If we are to use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language.

4. Communicative Effect Taxonomy

This type taxonomy classifies errors based on “the perspective of their effect on the listener or reader”. It deals much with distinguishing between errors that seem to cause miscommunication and those that do not.³⁴ Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication. Based on this taxonomy, categorize errors into “Global Error” and “Local Errors.”

Based on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching- learning process not

³³Ibid,p.163

³⁴Ibid,p.189

only involve both, teacher and students but also the materials itself. If the students have many problems in learning process, it is the teachers duty to help and guide them as someone who has the most role in teaching –learning process.

In this research, the writer used surface strategy taxonomy to analyze the students errors, because surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Regarding that the errors in using grammar are closely related to the students ability in composing writing spoof text. Therefore, surface strategy taxonomy is described further below.

D. Concept of Surface Strategy Taxonomy

James states that surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”.³⁵ In addition, according to Dulay et al, a surface strategy taxonomy highlights the ways surface structures are altered: Learners may omit necessary items of add unnecessary ones; they may misform items or misorder them.³⁶ By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learners’ errors result from their active

³⁵James, *Readings on Applied Linguistics* (Surakarta: Muhammadiyah University, 2009) p.144

³⁶Dulay et al, *Language Two* (New York: Oxford University Press, 1982) p.150

way in using the interim principles to produce the target language. Furthermore, James states that under this category, errors can be classified in to four types: omission, addition, misformation, and misordering.³⁷

1. Omission

Dulay et.al, states that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.³⁸ For instance:

I not angry with you. It should be I was not angry with you. The underlined word is omitted in which should appear in well-formed utterance. It is the verb *am* or *was* that should have come after the subject. In spoof text, most errors are found in the formation of simple past tense, e.g. Besides that, Angel cook in the kitchen yesterday. It should be Angel cooked in the kitchen yesterday. The underlined word is omitted in which should appear in well-formed utterance. There has omission of -ed that should have been the suffix for cook.

Furthermore, Dulay et.al states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. As the examples above, language

³⁷James, *Readings on Applied Linguistics* (Surakarta: Muhammadiyah University, 2009) p.135

³⁸Dulay et al *Language Two* (New York: Oxford University Press, 1982) p.154

learners omit grammatical morphemes much more frequently than content words. .

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature. For instance : (In Past Tense).

(Erroneous) : we didn't *went* there.

(Correct) : we didn't *go* there

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous) : Laura *camed* to her mother house 2 months ago. There has regularization of regular past, the verb *come* does not become *camed*, because *come* is irregular verb .

(Correct) :Laura *came* to her mother house 2 months ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For instance, in the sentence:

(Erroneous) : I *can played* the game.

There has simple addition of verb one after modal .

(Correct) :I *can play the game*.

3. Misformation

Misformations errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Dulay et al mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* for *gooses* for *geese*. For instance, in these following sentence:

(Erroneous) : He *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode*.

(Correct) : *He rode his motorcycle.*

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. For instance, in this following sentence:

(Erroneous) : *This* pencils are mine.

This is not appropriate for plural, the appropriate one is *these*.

(Correct) : *These pencils are mine.*

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other. For instance, look at these sentence below:

(Erroneous) : I *written* a letter yesterday.

The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past sentence.

(Correct) : *I wrote a letter yesterday.*³⁹

³⁹Ibid,p.158

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.⁴⁰ For instance, look at these sentences below: I did not know why was she sad. It should be, I did not know why she was sad. Because the placement to be was is wrong.

E. Concept of Writing

Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as a letter, message for communication. According to Zamach in Nurma, writing is an important form of communication in day to day life, and it is especially important in high school and college. Besides that, writing is also one of most difficult skills to master.⁴¹ Rohmanin Nurma explains that writing is usually described as a process, something which shows continuous change in time like growth in organic nature.⁴² It is supported by Sutanto who states that writing is a process of expressing ideas or thoughts in words to others in written form. It means that communication in form of written will deal with letters, words, sentences, and punctuation, so that the reader can receive the information intended.

Writing similar to speech is a means of communication. Communication is not only achieved through speaking but it can also be

⁴⁰Ibid,p.162

⁴¹Zamach,"Problem in Writing Spoof",Nurma,Khairul,Volume 3 No 1,March 2016,p.14

⁴²Rohman, Op Cit. .p.15

obtained through writing. In writing a writer can communicate with the reader. He or she expresses his or her ideas in written form. As Tarigan states that writing is a language skill that is used in indirect communication. It can be said that the students can communicate their ideas, thoughts and feeling to the other through written form by putting them on a paper.

Writing is a process of developing ideas in form of written text or utterance. It is a very effective form of written language to communicate ideas. One of the advantages of written language is that the ideas can be archived because it is in a printed form.

Moreover, Raimes adds that writing is a skill in which we express the ideas, feelings and thought which are arranged in words, sentences and paragraph using eyes, brain and hand. Writing also reinforces use of the generic structure, idiom and vocabulary which the students have studied in the previous lesson.⁴³ It means that writing in the process of expressing ideas and thought of the writer using knowledge and vocabulary to combine the writers idea in writing. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence.

Based on the writing concepts outlined above, it can be concluded that writing is very important for interaction. To develop the students' ability in writing, it is necessary for them to do practice. Unfortunately, there are few

⁴³Raimes, Ann. *Techniques in Teaching Writing* (New York: Oxford University Press. 1983) p. 76

opportunities, students often make errors, such as grammatically incorrect sentence, misspelling and unsuitable vocabulary when they compose paragraph.

F. Concept of Text

There are some experts define text, so there a lot of different meaning of text. Such as Siahaan and derewianka, they define text with their own definition. Such Siahaan states a text can be any linguistic unit. It can be a word. It can also be a sentence. Besides, it can also be a paragraph. Further, it can also be a text which is bigger than a paragraph.⁴⁴ While Derewianka also emphasized that text is made up of a number of sentences.⁴⁵ From the statements of experts, the writer can conclude that text is product of communication that has meaningful linguistic unit, it can be a word, sentence, and paragraph, or even bigger than a paragraph and it is used as tool to communication.

According to Mark and Anderson, text is when these words are put together to communicate a meaning, a piece a test is created. There are two main categories of text, namely literacy and factual.⁴⁶ Hence, text is arranging of words to be sentences in order to give a message to somebody and a text contains more than one paragraphs. Text divided into two categories, they are:

⁴⁴SanggamSiahaan, *The English Paragraph* (Yogyakarta: GrahaIlmu, 2008) p.3

⁴⁵Beverly Derewianka, *A new grammar Companion* (Australia:PETAA,2012)p.10

⁴⁶Mark, Kathy Anderson, *Text Type in English*,(Australia:Macmillan, 1997),p.1

1. Literacy is text constructed to appeal the emotions and imagination that can make the reader laugh or cry.
2. Factual text is a text taht giving information or ideas aim to show, tell or persuade the audience.

According to Hartono, text is a unit of meaning which is coherent and appropriate for its context. In school based KTSP, Senior High School should master 13 types of texts; they are recount, spoof, report, discussion, explanation, new item, anecdote, narrative, procedure, description, review, exposition (hortatory) and exposition (analytical).⁴⁷ Therefore, Grace says that there are 13 kind of the text; they are recount, report, discussion, review, spoof, explanation, anecdote, and exposition, and procedure, news item, descriptive and narrative.⁴⁸

Furthermore, From the English syllabus for twelfth grade of senior high school, one of the standard competences of English teaching and learning is “Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari”. Therefore, learners who are in that level should be able to make those texts. Nevertheless, the writer decides to choose spoof text because the writer predicts that problems may be caused by various

⁴⁷Hartono. "S Study on Students' Ability in comprehending Spoof Texts at the second grade students of Sekolah Menengah Atas Persatuan Guru Republik Indonesia". Riski Ade Putra. June 2012.p.4

⁴⁸Ibid.p.4

aspects. The first is that the students may not understand the form of a spoof well. The second is the lack of opportunities to use English, due to English being a foreign language, not used in daily communications. The third is that students may not get enough practice in writing a spoof, so they may make mistakes since the students are not familiar with the structure for writing a spoof and are not able to find suitable words and arrange sentences well, especially in using past tense.

G. Spoof Text

A Spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of a spoof is to tell about an event with a humorous twist.⁴⁹ Moreover, the story usually has a moral message for the readers. Sudarwati and Grace state that a spoof has a generic structure/text organization and language features.⁵⁰ Dealing with text organization, Djuharie explains as follows:

- a) Orientation: orientation appears as an introductory part of the text. It will guide the readers to show what kind of a text that he will be reading and it is also the beginning of the story.

⁴⁹Nurma,Khairul,"Problem in Writing Spoof",Nurma,Khairul,Volume 3 No 1,March 2016,p.117

⁵⁰Sudarwati and Grace" Problem in Writing Spoof",Nurma,Khairul,Volume 3 No 1,March 2016,p.17

- b) Events: events are included as part of the text that recite the events that happened in the story usually in chronological order.
- c) Twist: the twist is a part of text near the end of the story that tells about something that was unpredictable that make the readers smile and laugh. This is the funniest part of the story.

According to Sudarwati and Grace, a spoof text has the following language features:

- 1) Noun: deals with people, animals or certain things in the text.
- 2) Action verb: deals with the verbs that show events (examples: ate, ran, stayed, etc.).
- 3) Connectives: connectives with a sequence of events (examples: first, then, after, before, finally, etc.).
- 4) Adverbs of time and place: explain when and where the events happened (examples: in the garden, two days ago, etc.).
- 5) Simple past tense: simple past tense deals with activities that happened in the past, and uses verbs in the past form. ⁵¹

⁵¹Ibid.p.17

Example of Spoof Text

We Don't Subscribe to Any Newspaper

Jack was a university student. He studied history.

At the end of the year, his history professor failed him in his examinations and he was told to leave the university.

The next day, Jack's father went to see the professor. He urged the professor to let Jack continue his studies the following year. "He's a good boy," said Jack father, "and if you give him a chance this time, I'm sure he will improve a lot next year."

"No, no! That's quite impossible!" replied the professor, "Do you know, last month I asked him when Napoleon died? And he could not answer it."

"Please, sir, give him another chance," said Jack's father, "you see, we don't subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill."

Generic structure/Text Organization Analysis:

Orientation : Jack was a university history student (paragraph 1).

Event 1 : Jack's history professor failed him in his examinations
(paragraph2).

Event 2 : Jack's father went to see the professor (paragraph 3).

Event 3 : Jack's professor tells him one reason why Jack failed
(paragraph4).

Twist : Jack' father said that they don't subscribe to any newspapers in their house, so none of them even knew that Napoleon was ill (see paragraph 5).

From the examples of spoof texts, it can be seen that the generic structure (also known as text organization) of the texts consist of orientation, a number of events and then an ending with a humorous twist in the story.

H. Concept of Grammar

Literally, grammar is defined as a part of language which deals with the forms and structure of words (morphology) with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics). It is also described as the department of the study of a language which deals with its inflectional forms or other means of indicating the relations of words in the sentence, and with the rules for employing these in the accordance with the established usage; usually including also the department which deals with the phonetic system of the language and the principles of its representation in writing. Trask mentions that grammar is the rules for constructing words and sentence in a particular language, or the branch of linguistics studying this⁵².

The existence of grammar is very important because languages is described into two ways. The first is by general rules that state the regularities or system of the language and are called its grammar, for

⁵²Trask,R.L *Key concepts in language ad linguistic* (London:Routledge&kegan 1999)p.110

example, English verb form their past tense by adding the ending –ed. Then the second is by a list of irregularities that states idiosyncratic facts about the words of the language and is called its lexicon, for instance, loose and unloose both mean “to set free”.

In relation to students grammatical errors, Hendrikson suggested that errors involving general grammatical rules are more deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one⁵³.

Grammatical error means that something is wrong in the grammar. In addition, grammatical error is anything where a sentence is structured incorrectly. Therefore, the first language can interfere learners in the process of the second language. In addition the writer just focused on surface strategy taxonomy, it is because the writer would like to see the errors with more highlight the ways surface structures are altered in systematic and specific ways.

Based on the concept above, it is clear that grammar is very essential to support the students to know the rules, word changes and to improve English skills. It can be assumed that every language has its own structure which is different so that the sound system and how to combine words or phrases of any language will not be the same as other language in the world.

⁵³Hendrickson,James M.*Error Analysis and Error Corerectio in Language Teaching*(Singapore:Seamoe Regional Language centre.1979)p.7-8

It is clear that our aim in teaching grammar is to ensure that students are communicatively efficient with the grammar they have at their level. Since grammar knowledge is essential for competent users of language, it is clearly necessary for the students. Therefore, grammar which is taken into account in this research is concerned with the use of tenses, particularly with the changes of the verb forms.

I. Grammatical Aspects

Grammatical aspect is the aspect that is expressed through grammatical means: either by verbal inflection, by the use of particles, by the use of auxiliary verbs, or by some combination of these. Certain aspectual distinctions express a relation in time between the event and the time of reference. This is the case with the perfect aspect, which indicates that an event occurred prior to (but has continuing relevance at) the time of reference: "I have eaten"; "I had eaten"; "I will have eaten".

a. Action Verbs

Action verbs are a word belonging to the part of speech that is the center of the predicate and which describes an act or activity. An action verb is used to show when somebody does something, for example: Carlos **jumped** on the bed; "**jumped**" is an action verb.

b. Connectives

A connective is a word that is used to connect one paragraph in the other paragraph. In the spoof text it is used to connect the story to make

complete story, it is also used to know the follow up of the story, like first, next, finally, etc.

c. Adverbial Phrases of Time and Place

Adverbial is a word phrase that provides extra information, usually about time, place or manner, adverbial of place would be a word or phrase giving information regarding place, and adverbial of time would be a word or phrase giving information regarding time. Adverbial phrases of time and place are showing where and when the action is done. Adverbial of time and place is used to know where and when the story is done, for example: in the hospital, yesterday, in the garden, etc.

d. Simple Past Tense

Simple Past indicates that an activity or situation began and ended at a particular time in the past⁵⁴.

1. The Formula of Simple PastTense

- Verbal Sentence

The Simple Formulation of Simple Past Tense

Affirmative (+) :S (subject) + V2(past tense)
Negative (-) : S + did not + V1 (be)
Interrogative(?) Did/Did not + S+V1(be)

Example :

(+) I watched the movie two hours ago.

⁵⁴Azar,Betty Schramper.*Understanding ad using english grammar*(Longman:Pearson)p.27

(-) I did not watch the movie two hours ago.

(?) Did I watch the movie two hours ago.

Subject :

I, you, we, they

He, she, it

Time signal :

- Yesterday
- Ago, two hours ago, two years ago etc
- Last week, month etc.

2. Nominal Sentences

- The Simple Formulation of Simple Past Tense:
 - (+) S + Be (Was/Were)
 - (-) S + Be (Was/Were) + Not
 - (?) To Be (Was/Were) + S ?

Example :

(+) I *was* a baby twenty years ago.

(-) I *was not* a baby twenty years ago.

(?) *Was* I a baby twenty years ago?

According to Frank the past tense indicate definite time terminating in the past, whether a time word is given or not.⁵⁵ Past tense represent definite past. Definite past as yesterday, last year, two weeks ago.⁵⁶

Simple past tense adverb of time they are: Last Night, two days ago, yesterday, yesterday morning, once upon a time, long time ago, the other day, just now, formerly, in 1978, the day before yesterday etc. This adverb of time more placed or used in front of or in the end of sentence.



⁵⁵Marcella Frank, *Modern English : A Practical Reference Guide*, (New Jersey: Prentice Hall, INC, Englewood cliffs, 1972),p.73.

⁵⁶Marcella Frank, *Modern English : Exercises For Non-Native Speakers, Part 1 Part Of Speech*,(New Jersey: Prentice Hall, INC.,Englewood cliffs, 1972), p.49

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer considers that descriptive qualitative research is the appropriate way to be used. This consideration is derived by Schreiber that qualitative researchers tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.⁵⁷

This research produces descriptive data in form of written words from the subject and its behavior can be observed. The type of qualitative research that used in this research focused on description. Schreiber states that descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual.⁵⁸

Considering the statement above, the writer sees the phenomenon of the research of the moment at the certain time. In this case, the writer identified and described the errors made by students in spoof text writing. The writer identified the errors and finally classified the errors based on surface strategy taxonomy.

⁵⁷ James Schreiber and Kimberly Asner-self, *Educational Research* (New York: John Wiley & Sons, Inc., 2011) p. 10

⁵⁸ Ibid, p. 15

B. Research Subject

Research subject in this research is the twelfth grade of SMA Negeri 1 Belalau Lampung Barat. The population of the second year is 169 students from six classes. It consists of XII IPA 1, XII IPA 2, XII IPS 1, XII IPS 2, XII IPS 3 and XII IPS 4. The data can be seen in table 2

Table 2
Population of the Twelfth Class of SMAN 1 Belalau Lampung Barat in Academic Year 2017/2018

No	Class	Gender		Total
		Male	Female	
1	XII IPA 1	13	18	31
2	XII IPA 2	11	18	29
3	XII IPS 1	15	12	27
4	XII IPS 2	16	11	27
5	XII IPS 3	16	11	27
6	XII IPS 4	15	13	28
	Total	86	83	169

Source : The data of total students in second year class of SMAN 1 Belalau Lampung Barat.

The writer took one class of the twelfth grade for sample in this research. It was considered by using purposive sampling technique. "Purposive sampling is a sampling technique which takes the sample because some causes."⁵⁹ Such as the writer had particular purpose towards the sample and very limited time and funding. The writer took the sample of the students who have lowest ability in writing. Based on information from the teacher about the students' writing score, the writer knew the average of the students' writing score of each class; class XII IPA 1 got score between

⁵⁹Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2015), P.

69-85, class XII IPS 2 got score between 65-80, class XII IPS 1 got score between 60-75, class XII IPS 2 got score between 60-68 and class XII IPS 3 got score > 60. The writer took class XII IPS 3 to be sample in the research that had the lowest score in writing because the writer analyzed the students' error in making spoof text writing.

C. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to find out the proportion and types on grammatical errors are made by students. In qualitative research, there are four kinds to collect the data, such as observation, interview, documentation and triangulation /composite.⁶⁰ In order to get the data, the writer used documentation. Document is the transcript of phenomenon to bygone. Document can be writing shaped, picture, or monumental works from someone.⁶¹ The writer used document analysis as a technique in collecting the data because the writer gained the data from English teacher based on students writing task.

D. Instrument

In qualitative research, the writer must be “validated” how far she/he is ready to the research. The validation was done by the writer itself, because he/she is as research instrument. The qualitative researcher is as human

⁶⁰*Ibid*, p.224

⁶¹*Ibid*, p.240

instrument, which determines the research focus, chooses the informant as source the data, does the collecting of the data, analyzes the data, makes the conclusion of his/her findings.⁶²

In this research, the writer used document of students' writing as research instrument. The students werenot asked the teacher to make some spoof text in the paper. The students were not allowed to copy other students' work and asked to submit directly to the teacher. The writer analyzed students' grammatical error in spoof text based on surface strategy taxonomy.

E. Research Procedure

In conducting the research, the writer used procedure as follows:

1. Formulating the research and problems and determining the focus of the research. The writer focused on the students' errors in makingspoof text.
2. Determining the way to gain the data

It was taken based on writing task, the writer identified and classified the students' errors' in using spoof text.

3. Determining the research subject

The subject of this research was the students of the first semester of the twelfth grade of SMAN 1 Belalau Lampung Barat.

4. Taking the data

The writer took the data based on the students' writing task.

⁶²*Ibid*, p. 222

5. Identifying and classifying the data

The writer identified and classified the students' errors using spoof text. Then, The writer described the proportions (Frequency and percentage) of errors made by the students.

6. Making report findings

After gaining the data, the writer made the report of the writer's finding.

F. Data Analysis

Bodgan in Sugiono states, "Data analysis is the process of sistematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others".⁶³The researcher analyzed them through the following steps:

1. Collecting the data based on the students' conditional sentence type II in their writing task.
2. Identifying and classifying the students' conditional sentence type II by marking their errors based on surface strategy taxonomy, such as omission, addition, misformation and misordering.
3. Counting the number of each error and total number of errors made by the students.

⁶³*Ibid*, p. 224

4. Counting the percentage of errors for each type, the researcher used this formula:

$$P = \frac{\text{Number of each error}}{\text{Total number of errors}} \times 100\%^{64}$$



⁶⁴ Dinar RizqiAmalia, Learner Errors in Writing Descriptive Text Made By Students of SMP Al Islam Kartasura, *JurnalPenelitianHumaniora*, Vol. 17 No. 1 (2016), p. 72

CHAPTER IV

RESULT AND DISCUSSION

A. The Description of SMAN 1 Belalau Lampung Barat

1. The Brief Story of SMA Negeri 1 Belalau Barat

The history of standing of SMAN 1 Belalau Lampung Barat initiated the establishment of the institution in July 1999. It was located on Jl..P.Diponegoro No.001 Kejadian, Belalau,Lampung Barat. This school begins the teaching learning process in the morning at 7.30 a.m to 3.30 p.m. the head master of SMAN 1 Belalau Lampung Barat is Drs. Ansori, M.Pd. SMAN 1 Belalau Lampung Barat has the area about 16.800 m.

2. Circumstance and Education Facilities

SMA Negeri 1 Belalau Lampung Barat has a permanent building condition and in good working order. The details can be seen in the table below:

Table 3
The Building of SMAN 1 Belalau Lampung Barat
In The Academic Year of 2017/2018

No	Kinds of Rooms	Number of Rooms	Condition
1	The Headmaster Room	1	Good
2	Classroom	17	Good
3	Teacher Room	2	Good
4	Administration Room	1	Good
5	Computer Lab.	1	Good
6	Sains Lab.	2	Good
7	Library Room	1	Good
8	Counseling Room	1	Good
9	Pray Room/Mushola	1	Good

10	UKS/Ossis/Scot	3	Good
11	Living Room	1	Good
12	Kitchen	1	Good
13	Toilet	4	Good
14	Sport Room	1	Good
15	Badminton field	1	Good
16	Football Field	1	Good
17	Basket Ball Field	1	Good

Source :*SMAN 1 Belalau*

3. Situation of the Teacher and Staffs of SMA Negeri 1 Belalau Lampung Barat

The situation of students of SMA Negeri 1 Belalau Lampung Barat of 2017/2018 has 507 students, while the teacher and staff have 49 persons, they are:

Table 4
The Data of Teacher and Staff in SMA Negeri 1 Belalau Lampung Barat in the Academic Year of 2017/2018

No	Position	Total
1	The Headmaster	1 person
2	The Co- Headmaster	1 person
3	The Teacher	31 persons
4	The administration Staff	13 persons
5	Librarian	1 person
6	Cleaning Service	1 person
7	Security	1 person
Jumlah		49

Based on the table above, it can be said that the teachers and staff in SMA Negeri 1 Belalau Lampung Barat completed when compared to the total number of students which supported with good facilities and classrooms.

B. Result of the Research

The main instrument of this research was documentation, the writer asked the data of the students in spoof writing from English teacher. In collecting the data, the writer identified 27 essays from twenty seven students in XII IPS 3 of SMAN 1 Belalau Lampung Barat. Then after checking the students paragraph, the writer found that there are 80 error items.

The data were 80 items analyzed based on Surface Strategy Taxonomy. Moreover, from 80 items errors the proportions (frequency and percentage) of the students error in spoof text writing are omission error with 20 items or 25%, addition error with 5 items or 6.25%, misinformation with 51 items or 63.75% and misordering error with 4 items or 5%. Therefore, the result of the research shows that misinformation errors are highest error made by the students.

Therefore, reminding that forget and correct the wrong if accompanied by evidence and theories, it will strengthen the relationship. Because, human nature to do wrong and forget. For that, there must be in the midst of them mutual counseling-advising with truth and patience.

C. Types of Students' Grammatical Errors in Spoof Text Writing

Following are the several samples of students' grammatical error in spoof text writing based on the Surface Strategy Taxonomy.

a. The Data of Students' Omission Errors

Omission errors are characterized by the absence of an item which must appear in a well formed utterance. In this research, the writer as a writer found 20 items of errors. The following data are the samples of the errors committed by the students. Therefore, the whole of data omission errors can be seen in Appendix.

Table 5
Example of Students' Omission Errors

No	The Student's Errors	Explanation	Correction
1	I was <u>embarass</u> because all the people were watching	The word "embarass" should be added "ed"	I was embarrassed because all the people were watching
2	When I <u>travelling</u> with my classmates.	The word before "travelling" should be added after "was"	When I was travelling with my classmates.
3	When I <u>studying</u> in the class	The word before "studying" should be added "was"	When I was studying the class.
4	I <u>pick</u> it up right away	The word "pick" should be added "ed"	I picked it up right away
5	I <u>open</u> the door	The word "open" should be added "ed"	I opened the door

The underline items above should not appear to construct proper sentences buildings. From the example number 1,4 and 5, the student want to tell that *I was embarass because all the people were watching, I pick it up right away, and I open the door*. In production of certain complex sentences, students substituted *embarass* to

embarrassed, pick to picked, open to opened. Because generic structure of spoof text is used simple past tense, but in the example above the student is error because the word *embarrassed, pick, and open* should be added *ed*. Then, the example of number 2 and 3, the student want to tell that *When I travelling with my classmates*. It should be the word before *travelling* should added *was*. and *When I studying in the class*. It should be the before *studying* should added *was*. In this case the students did such errors because they do not master how to use verb correctly, especially using verbs in Simple Past Tense. The students did such errors because they do not understand the use of grammar.

b. The Data of Students' Addition Errors

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the documentation and there were 5 items of addition errors. The following data present samples of errors when they use spoof text writing. Therefore, the whole of data addition errors can be seen in Appendix 2.

Table 6
Example of Students' Addition Errors

No	The Students Errors	Explanations	Correction
1	I <u>am</u> used the techniques several times	Addition of " <i>am</i> " it should be omitted	I used the techniques several times
2	I was <u>walked</u> in a park when he across a penguin.	Addition of " <i>walked</i> " it should be omitted	I was walk in a park when he across a penguin.
3	I was <u>drunk</u> i found	Addition of " <i>drunk</i> " it	I was drinking i found the

	the taste of the soft drinks is so sour	should be omitted	taste of the soft drinks is so sour
4	I <u>am</u> came back home and met my mother again	Addition of “am” it should be omitted	I came back home and met my mother again
5	We <u>are</u> were just waiting for that blessed announcement	Addition of “are” it should be omitted	We were just waiting for that blessed announcement

The underline itmes above should not appear to construct proper sentences building. From the example in number 1,4 and 5, the student to tell that *I am used the techniques several times, I am came back home and met my mother again and We are were just waiting for that blessed announcement*. In the example, the students added to be *am* and *are* that should not appear in a proper sentence because in making spoof text in using simple past tense.

Then, the sample in the number 2 and 3, the student to tell that *I was walked in a park when he across a penguin and I was drunk i found the taste of the soft drinks is so sour*. Students knows that to tell the past event, Students had to use the past verb, but students put two items for the same features; *was* and *walked*, *was* and *drunk*. In this case the students did such errors because the students did not understand the use of verb in the sentence in Simple Past Tense.

c. The Data of Students' Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In this research, the students did misformation error in spoof text writing. It had found there are 51 items of misformation errors. The following

data presents samples of the misformation errors when the students making spoof text writing. Therefore, the whole of data Misformation errors can be seen in Appendix 2.

Table 7
Example of Students' Misformation Errors

No	The student's errors	Explanation	Corrections
1	I <u>were</u> queving at a cashier	The word "were" should be replaced by "was"	I was queving at a cashier
2	I <u>were</u> going to the chrismas office party.	The word "were" should be replaced by "was"	I was going to the chrismas office party.
3	The smiled at the some of them laughed together on my way home, I <u>see</u> my sister	The word "see" should be replaced by "saw"	The smiled at the some of them laughed together on my way home. I saw my sister
4	I used the techniques several times and I <u>get</u> good score.	The word "get" should be replaced by "got"	I got good score
5	The people <u>was</u> watching	The word "was" should be replaced by "were"	The people were watching

The underline items above should not appear to construct proper sentences-buildings. From the sample in number 1, 2 and 5. The student want to tell that "*I were queving at a cashier, I were going to the chrismas office party and The people was watching*". The example above, the student used to be (was, were). Then they put "*were*" as the predicate but the sentence is in singular. To Be "*were*" only use in plural, so to repair the sentence they must change "*were*" become "*was*" and the example in number 5 must change "*was*" become "*were*". Then the example in number 3 and 4 "*The smiled at the some of them laughed together on my way home, I see my sister*" and "*I used the techniques several times and I get good score*". In the production of certain complex sentences, students substituted *saw* to *see* and *got* to *get*. So the students must write "*The smiled at the some of them laughed together on my way home, I saw my sister*" and "*I used the techniques several times and I got good score*". In this case, the students did such errors because the students was still confused

and difficulties in using past tense in their spoof text writing because the students cannot differentiate between V1, V2 and to be, was in nominal sentence.

d. The Data of Students' Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this research, the students did misorder in their paragraph. It had found there were 4 items of misordering errors. The following data were the sample of errors in making spoof text. Therefore, the whole of data Misordering errors can be seen in Appendix 2.

Table 8
Example of Students' Misordering Errors

No	The student's errors	Explanations	Corrections
1	The people there <u>friendly were</u> than they usually are the smiled at me some of them laughed together	Incorrect placement of word "friendly" should be placed after "were"	The people there were friendly than they usually are
2	One of them <u>running was</u> in to the lane,	Incorrect placement of word "running" should be after "was"	One of them was running in to the lane
3	I <u>very was</u> embarassed because all the people was watching	Incorrect placement of word "very" should be after "was"	I was very embarassed because all the people was watching
4	A young man and young woman <u>sitting were</u> behind me.	Incorrect placement of word "sitting" should be after "were"	A young man and young woman were sitting behind me.

The underline items above should not appear to construct proper sentences-buildings. From the example, students may not have learned to exchanged

the places of the *were* and *friendly*, *was* and *running*, *was* and *verry*, *were* and *sitting*.

In this Case, the students did such errors because the students was still incorrect placement of negative form and verb.

Table8
The Classification of the ErrorsCommitted by Each Students

No	Sample	Kind of Errors				Σ Errors
		OM	AD	MF	MO	
1	A1	3	-	1	-	4
2	A2	-	-	1	-	1
3	A3	1	1	1	1	4
4	A4	1	-	3	-	4
5	A5	-	-	1	-	1
6	A6	1	-	2	1	4
7	A7	1	-	3	-	4
8	A8	1	-	1	-	2
9	A9	-	-	1	-	1
10	A10	1	-	3	-	4
11	A11	-	-	3	-	3
12	A12	-	-	4	1	5
13	A13	-	-	4	-	4
14	A14	1	-	2	-	3
15	A15	3	1	1	-	5
16	A16	2	-	4	-	6
17	A17	1	1	1	-	3
18	A18	-	-	1	-	1
19	A19	1	-	2	-	3
20	A20	1	-	2	-	3
21	A21	-	-	3	-	3
22	A22	-	-	1	-	1
23	A23	-	-	2	-	2
24	A24	-	2	2	-	4
25	A25	1	-	2	-	3
26	A26	-	-	1	-	1
27	A27	1	-	-	1	2
Σ Errors		20	5	51	4	80

Source : Data Analysis

Explanation :

OM : Omission errors

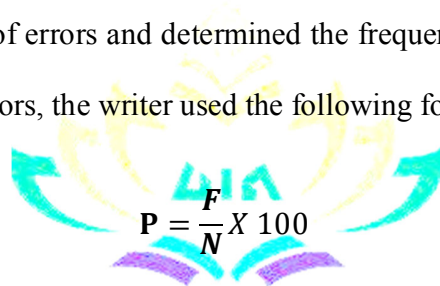
AD : Addition errors

MF : Misformation errors

MD : Misordering errors

D. The Percentage of Students' Grammatical Errors in Spoof Text Writing

After collecting the data of students in making spoof text. The writer identified paragraph from each students by using Surface Strategy Taxonomy. They are : Omission, Addition, Misformation, and Misordering. Then she classified the types of errors and determined the frequency of them. To calculate the percentage of errors, the writer used the following formula.⁶⁵


$$P = \frac{F}{N} \times 100$$

Explanation :

P= Percentage

F= Frequency of error's occurrence

N= Number of total errors.

Based on the analysis, the total number of errors is 80 items. They were 5 items of addition errors, 20 items of omission errors, 51 items of misformation, and 4 items of misordering items. After getting the data, the writer made the percentage of the result of analysis. The result of this analysis showed

⁶⁵ AnasSudijana, *PengantarStatistikPendidikan*, (Jakarta: PT Raja GrafindoPersada, 2005),p.43

that the highest percentage of errors is misinformation (63.75). The lowest one is misordering (5%), while the other types of errors were omission (25%), and addition (6.25%). To be clear see the table below:

Table9
The Percentage of Students' Errors

Kinds of Error	Frequency	Percentage
Omission	20	25%
Addition	5	6.25%
Misinformation	51	63.75%
Misordering	4	5%
Total	80	100%

Source : Data Analysis

E. Discussion

After collecting the data from the students, the writer got types of errors from their spoof text writing of SMA Negeri 1 Belalau based on the Surface Strategy Taxonomy. Dulay states that the taxonomy that highlights the ways surface structures are altered: learners may omit necessary items and add unnecessary ones; they may misform items or misorder them.⁶⁶ Therefore, surface strategy taxonomy classifies into four: omission, addition, misinformation, and

⁶⁶ Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982) p.146

misordering. To classifying the types of errors the calculating of the percentage of error was showed to know percentage of each type under taken by students.

The writer has found the number of omission error is characterized by the presence of an item which must not appear in a well-formed utterance. In omission, the students made errors 20 item or 25%. In this case the students did such errors because they do not master how to use verb correctly, especially using verbs in Simple Past Tense. The students did such errors because they do not understand the use of grammar. Furthermore, addition is the presence of an extra item which must not appear in well-formed. The writer has found the number of addition error 5 items or 6.25%. In this case, the students did not understand the use of verb in the sentence in Simple Past Tense.

Furthermore, misformation with 63.75%. Misformation is the use of the wrong form of the morpheme or structure. Then, the students was still confused and difficulties in using past tense in their spoof text writing because the students cannot differentiate between V1,V2 and tobewere,was in nominal sentence. Meanwhile in misordering errors are characterized by incorrect placement of a morpheme or a group of morpheme or word utterance. In this type the students made errors 5% or 4 items. The students made errors because the students was still incorrect placement of negative form and verb.

Based on the result of the research above, the writer found that the highest frequency of error made by students in spoof text writing based on Surface Strategy Taxonomy is misformation with 63.75% or 51 items, meanwhile the

lowest one is misordering with 5% or 4 items. Then the other type of errors are omission with 25% or 20 items, misordering with 5% or 4 items.

In conclusion, the students ought to learn more and more in mastering English, especially in mastering writing spoof text. The students should be ask to the teacher about every element of writing spoof text like the generic structure of the spoof text and the language features of spoof text to make them more understand in mastering spoof text.

According Surah Al-Baqarah:12 “they are ones who make mischief, but they realise (it) not”. Error is a result from lack of knowledge of rules of language. The learners cannot know error because they do not know that they have done something wrong. It caused by the lack knowledge of language, the learners cannot correct by themselves and they need explanation about it.

The result was same with the previous research that had down by Susi Widayanti, entitled An analysis of students’ Grammatical Eroor in Using Verbs in their Descriptive Writing at the first semester of the eight grade of smpn 2 katibung south Lampung in the Academic Year of 2012/2013. She was found that there are 92 incorrect items of 30 essays. The proportions of students’ error in using descriptive writing omission error with 26 items, addition 3 items, misformation error with 60 items , and the last misordering errors with 3 items. Therefore the result of the research shows that misformation errors are the highest error made by students. From the previous research it can be conclude

that the highest error happen in misformation. The result of previous research is same with this research.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this research was to find out the kinds of error, frequency and percentage of errors made by students in writing spoof text based on surface strategy taxonomy at the first semester of the twelfth grade of SMA Negeri 1 Belalau Lampung Barat in the academic year of 2017/2018.

Based on the result of data analysis data, the writer concluded that there were types of errors made by students in using spoof text based on surface strategy taxonomy. They are in the form of: omission, addition, misformation and misordering. Then the total number of errors committed by 27 students are 80 items.

Moreover, from 80 items errors the proportions (frequency and percentage) of the students error in spoof text writing are omission error with 20 items or 25%, addition error with 5 items or 6.25%, misformation with 51 items or 63.75% and misordering error with 4 items or 5%. Therefore, the result of the research shows that misformation errors are highest error made by the students.

B. Suggestion

Based on conclusion above, the writer tries to give suggestion as follows:

1. For the English teacher

By knowing, the students grammatical errors can give benefit as feed back in teaching learning proces, because through the errors they could know the students progress in learning english. so, it can be used to evaluate and as considerate to choose the suitable technique to teaching grammar especialy in using past tense in future. The teacher should inform these kinds of errors to the students. The teacher should give further practice about sentences and give example to use spoof text writing which are easily remembered by the students. It is be better if the teachers use more English in learning and teaching process so the students will be more familiar with English.

2. For the students

The students should pay more attention in learning and teaching process. The students should have more practice in grammar, especially in spoof text writing, and remember the grammatical pattern and rules, so the students can improve their English ability in spoof text writing and reduce the error in spoof text writing. The students should pay more attention in learning and teaching process. The students should have more practice in grammar, especially in spoof text writing, and remember the grammatical pattern and rules, so the students can improve their English ability in spoof text writing and reduce the error in spoof text writing.

3. For other Researchers

It is necessary to the other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar in their writing. Therefore, the writer recommended to concern about grammar.



APPENDIX



Appendix 2

Table 1
The Data of Students' errors in spoof text writing.

The errors of student number 1.

No	The students errors	correction	Types of error
1	I so__ ashmed	I was so ashmed	OM
2	I <u>ask</u> him what was wrong and he very loudly	I asked him what was wring and he very loudly	OM
3	He __very loudly	He was very loudly	OM
4	I <u>were</u> queving at a casher	I was queving at a casher	MF

The errors of the student number 2.

No	The students errors	correction	Types of error
1	I were going to the christmas office	I was going to the christmas office	MF

The errors of student number 3.

No	The students errors	correction	Types of error
1	i <u>am</u> used the techniques several times	I used the techniques several times	AD
3	This was the first time,I went __Bowling	This was the first time, I went to bowling	OM
4	One of them <u>running was</u> in to the lane	One of them was running in to the lane	MO
5	I get good score	I got good score	MF

The errors of student number 4.

No	The students errors	correction	Types of error
1	I was very embarass	I was very embarrassed	OM
2	I get out of the pond	I got out of the pond	MF
3	I were very embarrassed	I was very embarrassed	MF

4	Because all the people was watching	Because all the people were watching	MF
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The errors of the student number 5.

No	The students errors	correction	Types of error
1	My mother go to into wake up me	My mother went in to wake up me	MF

The errors of the number 6

No	The students errors	Correction	Types of error
1	My mother ask the same question	My mother asked the same question	OM
2	Why do you get such a low mark on that test?	Why did you get such a low mark on that test?	MF
3	I get a low mark on english test	I got a low mark on english test	MF
4	You mean, you absent were on the day	You mean you were absent on the day	MO

The errors of the number 7

No	The students errors	Correction	Types of error
1	I open the door	I opened the door	OM
2	I come skipping up the walk.	I come skipping up the walk.	MF
3	I get a 100 score today	I got a 100 score today	MF
4	I get a 46 in science	I got a 46 in science	MF

The errors of the number 8

No	The students errors	Correction	Types of error
1	I ask to the teacher	I askd to the teacher	OM
2	I do not do my home work	I did not do my home work	MF

The errors of the number 9

No	The students errors	Correction	Types of error
1	I stand up on the chair	i stood up on my chair	MF

The errors of the number 10

No	The students errors	Correction	Types of error
1	I did not bear it then I look to them.	I did not bear it then I looked to them	OM
2	One day, I <u>go</u> to the 21 to watching movie	One day, I went to the 21 to watching movie	MF
3	I get a bad seat.	I got a bad seat	MF
4	But they do not pay attention to me.	But they did not pay attention to me.	MF

The errors of the number 11

No	The students errors	Correction	Types of error
1	I get home	I got home	MF
2	I get poin in school	I got poin in school	MF
3	I get a 20 in math	I got a 20 in math	MF

Th errors of the number 12

No	The students errors	Correction	Types of error
1	I go to the theater	I went to theater	MF
2	I have a very good seat	I had a very good seat	MF
3	I do not enjoy it	I did not enjoy it	MF
4	They was talking very loudly	They were talking very loudly	MF
5	A young man and a young woman sitting were behind me	A young man and a young woman were sitting behind me	MO

The errors of student number 13

No	The students errors	correction	Types of error
1	Once I am walking in a park	Once I was walking i a park	MF
2	I take it to a policeman	I took it to a policeman	MF
3	The policeman see the main in the same park	The policeman saw the main in the park	MF
4	Do not you take it to the zoo?	Did not you take it to the zoo?	MF

The error of te student number 14.

No	The student errors	Correction	Types of error
1	When I travelling with my classmate	When I was travelling with my classmate	OM
2	But when I am drinking, I found the taste of soft	But when I was drinking, I found the taste of soft	MF
3	Suddenly we leave very thirsty	Suddenly we left very thirsty	MF

The error of te student number 15

No	The student errors	Correction	Types of error
1	After 20 minute searched	After 20 minutes searched	OM
2	After 3 day suffering	After 3 days suffering	OM
3	I am woke up in the morning	I woke up in the morning	AD
4	When I try to catch the snake	When I tried to catch the snake	MF
5	My shoes uncleaned 3 year shock	My shoes uncleaned 3 years shock	OM

The error of te student number 16

No	The student errors	Correction	Types of error
1	And it time to break	And its time to break	OM
2	My friends <u>was</u> surprise	My friends were surprised	OM
3	One day I <u>am</u> in a class	One day I was in tge class	MF
4	I <u>buy</u> foods thats total 20 thousand	I bought foods thats total 20 thousand	MF
5	I <u>buy</u> too much food	I bought too much food	MF
6	I <u>do</u> not bring money	I did not bring money	MF

The error of te student number 17

No	The student errors	Correction	Types of error
1	Because I <u>want</u> to fart	Because I wanted to fart	OM
2	You did a <u>briliants</u> job	You did a brilliant job	AD
3	You do a brilliant job	You did a briliants job	MF

The error of te student number 18

No	The student errors	Correction	Types of error
1	When I <u>get</u> sick	When I got sick	MF

The error of te student number 19

No	The student errors	Correction	Types of error
1	Around 30 <u>time</u> a day	Around 30 times a day	OM
2	I <u>see</u> Budi's beard	I saw Budi's beard	MF
3	I <u>get</u> the most shocking	I got the most shocking	MF

The error of te student number 20

No	The student errors	Correction	Types of error
1	I <u>get</u> a little perplexed	I got a little perplexed	MF

2	He <u>get</u> when he asked the same question	He got when he asked the same question	MF
3	The same question 8 <u>year</u> back	The same question 8 years back	OM

The error of te student number 21

No	The student errors	Correction	Types of error
1	I <u>go</u> to the lost luggage office	I went to the lost luggage office	MF
2	They <u>was</u> trained profesionals	They were trained profesionals	MF
3	He <u>is</u> good hands	He was good hands	MF

The error of te student number 22

No	The student errors	Correction	Types of error
1	When I was <u>study</u> in the class	When I was studying in the class	MF

The error of te student number 23

No	The student errors	Correction	Types of error
1	I <u>do not</u> know what to do get the girls attention	I did not know what to do get the girls attention	MF
2	I <u>come</u> to sit next to the girl	I came to sit next to the girl	MF

The error of te student number 24

No	The student errors	Correction	Types of error
1	I <u>am</u> came back home and met my mother	I came back home and met my mother	AD
2	My mother <u>ask</u> the same question	My mother asked the same question	AD

3	My mother <u>get</u> angry	My mother got angry	MF
4	I <u>get</u> a low mark on English test	I got a low mark on English Test	MF

The error of te student number 25

No	The student errors	Correction	Types of error
1	We <u>are</u> were just waiting for that blessed announcement	We were just waiting for that blessed announcement	AD
2	One day there <u>were</u> a class of me and my friends	One day there was a class of me and my friends	MF
3	They <u>was</u> having a hard time	They were having a hard time	MF

The error of te student number 26

No	The student errors	Correction	Types of error
1	I <u>were</u> going to the christmas office	I was going to the christmas office	MF

The error of te student number 27

No	The student errors	Correction	Types of error
1	One day, I very was tired and went home with the aches in my body	One day, I very tired was and went home with the aches in my body	MO
2	I <u>pick</u> it up right away	I picked it up right away	OM

Appendix 3

Table 4

The Classification of the Errors Commitd by Each Student

No	Sample	Kind of Errors				Σ Errors
		OM	AD	MF	MO	
1	A1	3	-	1	-	4
2	A2	-	-	1	-	1
3	A3	1	1	1	1	4
4	A4	1	-	3	-	4
5	A5	-	-	1	-	1
6	A6	1	-	2	1	4
7	A7	1	-	3	-	4
8	A8	1	-	1	-	2
9	A9	-	-	1	-	1
10	A10	1	-	3	-	4
11	A11	-	-	3	-	3
12	A12	-	-	4	1	5
13	A13	-	-	4	-	4
14	A14	1	-	2	-	3
15	A15	3	1	1	-	5
16	A16	2	-	4	-	6
17	A17	1	1	1	-	3
18	A18	-	-	1	-	1
19	A19	1	-	2	-	3
20	A20	1	-	2	-	3
21	A21	-	-	3	-	3
22	A22	-	-	1	-	1
23	A23	-	-	2	-	2
24	A24	-	2	2	-	4
25	A25	1	-	2	-	3
26	A26	-	-	1	-	1
27	A27	1	-	-	1	2
Σ Errors		20	5	51	4	80

Appendix 4

The Calculation Percentage of Errors Types

1. Omission Errors

$$P = \frac{20}{80} \times 100\%$$

$$= 25\%$$

The percentage of omission errors are 25%

2. Addition Errors

$$P = \frac{5}{80} \times 100\%$$

$$= 6.25\%$$

The percentage of addition errors are 6.25%

3. Misformation Errors

$$P = \frac{51}{80} \times 100\%$$

$$= 63.75\%$$

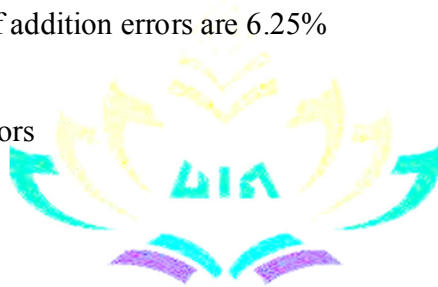
The percentage of misformation errors are 63.75%

4. Misordering Errors

$$P = \frac{4}{80} \times 100\%$$

$$= 5\%$$

The percentage of misordering errors are 5%



Appendix 5

TABLE 5
DATA OF SAMPLE

No	Name	Class
1	Ali Sodikin	XII IPS 3
2	Ari Bayu Anggoro	XII IPS 3
3	Arizon Saputra	XII IPS 3
4	Diki Adikia Putra	XII IPS 3
5	Edo Purnama S	XII IPS 3
6	Gion Prama	XII IPS 3
7	Hengki Putra M	XII IPS 3
8	Irawan	XII IPS 3
9	Lila Duana	XII IPS 3
10	Lila Yati	XII IPS 3
11	Liskalia Metri	XII IPS 3
12	Pathul Mukhlis	XII IPS 3
13	Rama Dinata	XII IPS 3
14	Ria Nopriana	XII IPS 3
15	Risnawati	XII IPS 3
16	Ristina Wati	XII IPS 3
17	Romi Wardani	XII IPS 3
18	Rosa Nurma S	XII IPS 3
19	Rostina	XII IPS 3
20	Sahroni	XII IPS 3
21	Siska Destria	XII IPS 3
22	Umayah	XII IPS 3
23	Wahuyudi Ismail	XII IPS 3
24	Yongki Rismayuda	XII IPS 3
25	Yuni Lambara	XII IPS 3
26	Jefri Manulang	XII IPS 3
27	Sapta Maulana	XII IPS 3

Appendix 6

Table 6

The Population of Students of SMAN 1 Belalau Lampung Barat

No	Classes	Gender		Total
		Male	Female	
1	XII IPA 1	13	18	31
2	XII IPA 2	11	18	29
3	XII IPS 1	15	12	27
4	XII IPS 2	16	11	27
5	XII IPS 3	16	11	27
6	XII IPS 4	15	13	28
	Total	86	83	169

(source : SMAN 1 Belalau Lampung Barat 2017/2018 academic year)



Appendix 7

Guideline of Interviews in Preliminary Research

1. Teacher's interview
 - a. Bagaimana keadaan kelas dan siswa SMAN 1 Belalau Lampung Barat?
 - b. Bagaimana sikap siswa ketika proses pembelajaran Bahasa Inggris?
 - c. Dari keempat *skills* yang ibu ajarkan. Adakah kesulitan dalam menyampaikan materi?
 - d. Bagaimana dengan materi tentang Spoof Text? Apakah para siswa/siswi mengalami kesulitan dalam membuat Spoof Text dengan kalimat berbentuk past tense?



Appendix 8

Interviews Script of Teacher in the Preliminary Research

Day/date/year : Tuesday, 18th April 2017

Interviewer : Winda Julianti

Respondent : Nina Husnita, S.pd

Place : SMAN 1 Belalau (Teacher Room)

- a. Bagaimana keadaan kelas dan siswa SMAN 1 Belalau Lampung Barat?

Jawab:

Jumlah murid disekolah kami kelas XII berjumlah 169, dan di bagi menjadi dua program sesuai kemampuan akademik yang mereka miliki. Program IPA sebanyak 60 siswa dan dibagi menjadi 2 kelas. Program IPS sebanyak 109 siswa dan dibagi menjadi 4 kelas. Kebetulan disini saya mengajar semua kelas XII baik IPA maupun IPS, dan suasana dikelas tergolong kondusif ketika KBM berlangsung.

- b. Bagaimana sikap siswa ketika proses pembelajaran Bahasa Inggris?

Jawab:

Sejauh ini cukup baik khususnya kelas XII IPA, dan untuk siswa/siswi kelas XII IPS dalam pembelajaran Bahasa Inggris ini score nilai cukup rendah terutama kelas XII IPS 3. Mungkin beberapa siswa sangat dipengaruhi oleh materi, biasanya materi pembelajaran sangat mempengaruhi ketertarikan siswa terhadap pembelajaran.

- c. Dari keempat *skills* yang ibu ajarkan. Adakah kesulitan dalam menyampaikan materi?

Jawab:

Tentu saja ada. Khususnya dalam skill writing. Sangat sedikit sekali siswa yang mampu membuat sebuah karangan berupa tulisan.

- d. Bagaimana dengan materi tentang Spoof Text? Apakah para siswa/siswi mengalami kesulitan dalam membuat Spoof Text dengan kalimat berbentuk past tense?

Jawab:

Sebagian besar siswa memiliki kesulitan yang sangat menonjol ketika mereka diminta membuat sebuah Spoof. Mereka beranggapan bahwa menulis spoof itu sangatlah sulit, tidak ada motivasi siswa untuk mencoba menceritakan peristiwa berbentuk lampau atau kalimat yang berbentuk past tense. Karena spoof text merupakan kalimat didalamnya mempunyai banyak aturan-aturan grammar yang harus diperhatikan.

Appendix 9

Data Script of Teacher in the Preliminary Research

I had a funny friend *but* sometimes he looks so unusual. It should be “ I had a funny friend *and* sometimes he looked so unusual”. Mr. Masino gift us an exercise and we tried to do it by ourselves. It should be “ Mr. Masino gave us an exercise and we tried to do it by ourselves”. Then Mr. Marsino asked us to come in front of class to answered the exercise”. It should be “ Then Mr.Marsino asked us to come in front of class to answer the exercise”. With bravely and confidently Bayu came in front of class. It should be “ bravely and confidently Bayu came in front of class.but he not realized that he still in the higher floor. It should be” but he did not realized that he still in the higher floor. Suddenly he slipped and was rolling down in front of class with his giant body.” Suddenly he slept and was rolling down in front of class with his giant body”.